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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

James E. Russell's Message

FOR the first time we are reconciled to James E. Russell's escape from administrative responsibilities, for his final message as director of the professional institution of his creation has a significance and importance unapproached by any other message that has been voiced or that could have been broadcasted as effectively by any other professional leader in America.

Dr. Russell's review of the progress of professional education during the thirty years in which he has been the heroic creator of educational ideals and the director of the realization of many of those ideals is the one message that should be read with ardent devotion by every man and woman who aspires to any professional service in the evolution of the America that must be the leader of the better civilization of the world.

Upon the recommendation of Superintendent Randall J. Condon, the Cincinnati Board of Education has voted unanimously that "There shall be no distribution through the public schools of any material except for such educational purpose as may be approved by the City Board of Education, and which shall be free of any interpretation of personal, political, or commercial advantage to those who may desire or request such distribution."

Leadership of Berea

BEREA, Kentucky, is always a national leader in something and never more significantly than today. The entire student body of two thousand five hundred live on an average of less than nine miles from any centre of population.

More than ninety per cent. of the students live more than twenty miles from a railroad, and many of them more than fifty miles from a railroad.

The student-strikers are no longer a joke. There are too many of them. They are too often in important institutions. The students win too often for the dignity of the profession. Authorities do well to postpone an issue as long as possible.

Highly Important

THE constitutionality of Teacher Tenure Act of California, which has been in the various courts for several years, has been upheld by the California Supreme Court.

The teachers tenure act provides that all teachers who have been successfully employed by a school district for two consecutive years in a school employing at least eight teachers under a principal devoting at least two hours daily to the supervision of the school under his control shall automatically become permanent teachers and thereafter can be removed only for cause.

An interesting feature of the handing down of the decision is the fact that the decision, which was unanimous, was handed down by Justice William H. Langdon, who was superintendent of San Francisco for several years, and was state attorney general before he was elected to the Supreme Court.

Professor Victor D. Hill, Ohio University, Columbus, says Latin is better taught than any other high school subject today.

Married Women Teachers

THE Attorney General of California gives an official opinion to the effect that marriage is not a valid legal objection to a woman's right to teach. The opinion is as follows:—

"Causes for dismissal as outlined in the political code cover immoral or unprofessional conduct, incompetency, evident unfitness for teaching, persistent violation of or refusal to obey school laws of California or reasonable rules prescribed for the government of the schools.

"Marriage is not immoral, nor incompetency, or persistent violation or refusal and to violate the code the only remaining grounds would be refusal to obey the 'reasonable rules.'

"I cannot conceive that the fact that the teacher, male or female, who gets married can be considered as violating any reasonable rule prescribed for the government of public schools nor as a matter of fact do I consider that that subject is in any way within the purview of any reasonable rule relating to the government of the schools. It is quite probable that any such rule or regulation would be held to be contrary to public policy."

President McVey's Report

WE HAVE known no more important test of a university president's heroic professional sanity than that to which President Frank L. McVey of the State University of Kentucky was subjected when the Board of Trustees of the University of Louisville agreed to accept his judgment regarding the administrative differences of that university.

There has been no more hectic state of affairs in any American college or university in recent years than that to which the University of Louisville has been exposed of late. To ask the president of a State University to act as prosecuting attorney, jury, and judge with virtually no appeal from his decision, especially when the university whose affairs were to be placed in his hands was virtually a municipal university of the metropolis of the state, was the limit of possible professional tragedies.

President McVey has made his report in which he has dodged no responsibility, has played no favorites, has counted no risks to himself, and we regard his report as the most remarkable professional document, ethically, civically, and judicially, that has been published on educational affairs in recent years.

John A. Sexson, superintendent, Bisbee, Arizona, is elected to the superintendency of Pasadena, California, one of the best vacancies of the year. Mr. Sexson was a professional leader in Colorado, and kept the pace in Arizona, so that it is natural for him to win the prize vacancy of California.

Shepard and Knoxville

OF THE many surprises of the rising tide in the South there is nothing more refreshing than the transformation in Knoxville under the magical leadership of Superintendent H. P. Shepard, who is entering upon his third year of really famous service. We know of no city of 80,000 population that approaches the building program of Knoxville. Four years ago there was no school building that was the latest word in architecture, and now there are seven large buildings for high, junior high, and elementary schools, than which there is nothing better professionally or architecturally in any city in the entire country.

There is nothing lacking in professional progress in the work of the schools. The junior high schools have the latest equipment for vocational achievement for girls as well as boys. The new elementary buildings have all appointments ready for the latest activities in auditorium exercises, in work and play functioning.

Superintendent Shepard has had rare experience as school principal in two leading Western cities before coming to Knoxville, and he knew precisely what was needed, and his Board of Education are master builders, and kept pace with the superintendent in transforming a city of yesterday into a city of tomorrow.

Newton D. Baker was mayor of Cleveland and not of Chicago as was inadvertently said in last week's issue of this magazine.

Men of Achievement

By A. E. WINSHIP

David Bancroft Johnson

THE president of Winthrop College, Rock Hill, South Carolina, has an achievement to his credit unchallenged by any other creator of professional influence now in active service in this broad land.

Forty-one years ago last August there came to my editorial sanctum in Boston the enthusiastic superintendent of Columbia, South Carolina, waving a pledge of fifteen hundred dollars from Robert C. Winthrop with which to establish the first State Teachers College in the Atlantic South.

One of the famous opportunities of my professional life was the privilege of advising the man with this hopeful vision to go to Bridgewater, and invite Mary H. Leonard, a former teacher in the Bridgewater State Normal School, to go to Columbia and help him nourish the smallest fledgeling that ever produced anything like the Winthrop College of 1927.

David Bancroft Johnson forty-one years ago went from the shadow of Fort Sumter to the home of a Salem Puritan and brought back a throbbing nestling of fifteen hundred consecrated dollars with a skilful brooder descended from Plymouth Pilgrims. It is not easy in 1927 as I enjoy the personal and professional hospitality of the most complete State Teacher College in the New World with every conceivable educational and professional luxury, with unprecedented state, national and international influence, to appreciate that all of this has fruited from the vision and devotion, skill and wisdom of one noble leader.

David Bancroft Johnson today has professional vigor and vision of civic righteousness unsurpassed anywhere under the Stars and Stripes, with an achievement for God and humanity unparalleled in a continuous service of forty-one years in one institution of his creation.

David Bancroft Johnson has pronounced a professional benediction upon a larger percentage of the teachers of a state than has any other man in America.

There is scarcely a native of the Palmetto State under fifty years of age who has not at some time, somewhere had the instruction of someone who had received the professional blessing of the creator of Winthrop College.

Above and beyond all this David Bancroft Johnson has created a civic, industrial and social appreciation of public schools such as has no other man in the New World under as adverse initial conditions.

No one in South Carolina has done as much to Americanize the state as did Dr. Johnson twenty years ago. No state can Americanize itself. Neither Massachusetts nor Virginia Americanized itself. They had to Americanize each other. It was the first act of defiance in Boston Harbor and the last gun fired on Virginian soil that created an America.

In 1915 there was no other man in South Carolina who could have been elected to the presidency of any great national organization of any kind as David Bancroft Johnson was elected without opposition to the presidency of the great National Education Association.

In 1916 no other South Carolinian could have created a national program, with the noblest talent of South and North, of West and East, of every civic and industrial, educational and religious complexion, in the metropolis of the New World as David Bancroft Johnson created.

Dr. Johnson has this marvelous achievement without sacrificing anything locally. He has been the most marvelous leader of men whom we have known. At a time when every one above thirty years of age in the state wanted hotels, churches, and industrial plants hallowed by names and made sacred by local leadership and sacrifice Dr. Johnson was able to place above the famous school at Rock Hill one of the most famous names in Puritan history.

Is it any wonder that the achievement of David Bancroft Johnson in forty-one years appeals to me as memory flares back over the years to the day when at my suggestion he engaged Mary H. Leonard, a descendant of Plymouth Pilgrims, to be the professional leader for several years of what is now the world-famous Winthrop College of South Carolina.

Things Men Live By

Tell me what a man habitually requires to amuse him, where and how he finds his recreation, and I shall have to a very large extent the revelation of a man's life. If you are with a man for one whole day and observe carefully the things that make him laugh, you will not thank anybody after that to give you a commentary upon that man's life. At least one large chapter of his life will be open before you. You will understand it. You have read the man by the things that please him. You will know whether he is a cheap man or a man of strength.

Every man lives by what he loves and by the way he loves. Every man should have a chance to see, to hear, to think, to feel, to hope, to love, for all these are elements in the nourishment of life. Love is life. God's very nature is love, and men are most Godlike when they love most truly.

—George L. Perin.

Belding's Page

GENUINENESS

WHAT are the ideals and standards of those who have undergone instruction and been graduated into life?

This is a test question which society has a right to put to its professional educators. They, in turn, may ask what the home, the church and other institutions are doing to make for proper ideals. But obviously, in whatever way the responsibility is apportioned, some of it falls upon the schools.

The present age is unquestionably one in which too many people have adopted the motto, "Get the money." They care not how they get it, so long as it be brought within their grasp. Money is wanted because it is a ticket to pleasures and luxuries. Most of the thieving today is not to obtain the bare necessities of life. It is done by people who have enough for their needs, but whose desires have outrun their needs by a long distance. Often it is not for their own intrinsic pleasure in the things they can buy with money, but for the false front of prosperity they can put up before their neighbors, that the dishonest acts are committed. Too many Americans think they must keep up with the Joneses at all costs.

How can teachers aid in supplanting the counterfeit spirit with the ambition for genuine attainment? It is a real and basic problem. It reaches to the springs of character. Youth must be taught to assess the values of life correctly. The teacher himself must set a high price upon genuineness and integrity. Personal example—in one who is admired and respected—counts for much.

WHERE SHALL THEY SERVE?

THE most important step in a young person's career is the choice of a vocation. Nothing else, unless it be the choice of a wife or husband, is more fraught with consequences.

Only in recent years have educators begun to acknowledge their responsibility for helping each youth to discover the right outlet for his peculiar abilities and aptitudes. It is no simple or easy matter, this vocational guidance. It requires a degree of practical knowledge which many teachers in the past have regarded as quite out of their line.

But when the true teacher becomes convinced of his duty he does not shrink away from it, but sets to work and does it. So at this moment many principals of high schools, and some deans of colleges, are studying how best to make their young people vocation-wise.

Vocational guidance began twenty years ago in a social settlement in Boston. Today it is receiving attention in countless school systems, and in a growing number of colleges. The technique of applying the idea is by no means fully achieved anywhere. But the body of experience is constantly increasing.

While I am far from believing that all education should be aimed straight at the vocation—people must live as well as earn a living—I deem the guidance movement the answer to a real need.

BRAINS AND SUCCESS

DR. JOSEPH JASTROW has the good fortune to possess a name which sticks in the mind of nearly every one who hears it. Dealing with the human brain out there in the University of Wisconsin Dr. Jastrow has apparently come to the conclusion that high grade brains are quite rare. Perhaps he would think the same were he located in any other community of scholars.

But Dr. Jastrow must be a very unpractical sort of gentleman to go about discounting the value of brains. He could easily talk himself out of a job as educator by such methods. For if highly trained brains are as unnecessary to success as he affirms, surely it is futile to try to develop them—provided, of course, we accept material success as a criterion of values.

Success, according to Dr. Jastrow, is more apt to be the result of luck and outside circumstances than of a great intelligence. Only enough gray matter is essential to keep one from standing in the way of the success that is coming to him—if it is.

It really won't do to spread this doctrine among the youth of the land. That is to say, if any youth have not yet gathered that impression from experience and observation.

But is it true? Is Jastrow right? We suspect his opinion is based on something less than his customary scientific study of facts. A definite relationship seems to exist between success and schooling. The more schooling, generally speaking, the more success.

If success be service, intelligence is needful. For how can there be intelligent service without intelligence?

Luck plays a big part in every career. So big a part in some cases that brainy people are disgusted and discouraged. The emphasis may well be put upon demonstrating what can be accomplished in and for the world by keen minds, not by dumb ones.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang
And not with the wrecking crew."

33. Will you please give some of the advantages and disadvantages of a teachers' council or grievance committee that might represent the teachers before the school board or superintendent? (Texas.)

Many teachers' clubs have such committees. "Teachers' councils" is a good name. "Grievance committee" always leads to misunderstandings. Such a committee should always represent all the teachers in a system, and not a part or department, as the elementary teachers or the principals' club. A division in the ranks is the first thing to guard against. Then, if possible, it should have the co-operation of the superintendent. He should never be a member. Such a committee should immediately offer their services to their school board, who, if the right people are chosen and a sufficient amount of tact is used, will call on them for assistance at times.

A teachers' council can do much to create a better understanding between the teaching corps and the superintendent as well as between the teachers and the school board. They can care for the interests of individual teachers in special cases where the teacher could never do it for himself, as well as for group interests. In the past some councils have made the mistake of asking for conferences only when they wanted increases in salaries, changes in the rules or regulations or some other particular benefit for the teacher which has given them the reputation of being self-seeking. A wise council would carefully keep to the front their interest in the pupils first and themselves second.

They should work on large educational problems as well as small local difficulties. By so doing they can acquire a real place for themselves in a school system and be a fine means of getting the best judgments and wishes of the teachers across to those in higher authority. If managed in a selfish or petty way these councils cause trouble and soon die off.

34. How can we safeguard the great social inheritance of art and beauty in literature for our boys and girls? It seems as if in our drive for the useful this inheritance were being squandered and the schools were losing much of their former culture. (Mass.)

One way to safeguard this inheritance is to start giving it to our boys and girls from the very beginning of school life. By a study of elimination of useless and unsuitable material in the tool subjects, particularly in the elementary schools, we shall have time formerly wasted to give to the enrichments of life. Modern writers are giving us this wealth in a form which little children can understand and enjoy. As we advance to the junior and senior high schools it should be cared for in two ways. Literature through the English course should always be required and no course, commercial or industrial, should ever be so material as to fail to embrace much beauty and culture, and dig into the wealth of the past. That, of course, implies that in selecting teachers for these departments we must seek not only expert craftsmen, but people of education and culture as well.

It is a mistake to think of the wealth of art and literature of the past as useless material. It is most useful in the shaping of attitudes and ideals and preparing for leisure. Under our present social trend of increasing leisure your anxiety to safeguard this material and put every pupil in touch with as much of it as possible is quite justified.

35. Is it wise to have citizens on your high school athletic committee? (Arkansas.)

The best working athletic committees usually consist of the athletic coach or physical director, students, teachers, and citizens. The citizens should never equal or out-number the combination of the other three classes. If they do there is danger of their interfering with the interests of the school system or outvoting the school people. By all means have citizens on your committee. They stimulate interest and pride not only in athletics but in your whole system.

36. How much grammar have we a right to expect elementary children to know when they come to junior high schools? (Kansas.)

If you mean formal grammar the answer is "none." The elementary schools are not the place to teach grammar. The child should be taught grammar when he has use for it, and that is further on in the junior and senior high schools. The elementary school pupil cannot use it if you force him to memorize it. We have scientific studies that show this. The elementary school pupil should learn to talk and write English from practice and appreciation of correct and beautiful language. Grammar is the means of checking up on correctness, and you must first give him some English to check. It takes all the elementary school years to do this.

Two Types of Mind

By P. W. HORN
Lubbock, Texas

NOT long ago in reading my copy of the Journal of Education my attention was drawn to the following statement attributed to the late President Charles W. Eliot of Harvard:—

"During the past one hundred years it is biological science which has contributed most to the well-being of humanity."

It struck me that this statement was of such significance that it was worth thinking over. Accordingly I at once dictated a letter to the head of our department of biology, and asked him to write me a letter telling whether or not he agreed with this statement, and in case he thought it was correct, what his reasons were for thinking so.

In order that he might not take this request too seriously and put in an undue amount of time in giving his answer I suggested that his letter consist of not more than three or four hundred words.

It so happened that the head of our department of chemistry was in my office about that time, and I referred President Eliot's statement to him, and asked what he thought about it. Rather to my surprise, instead of making an argument in favor of his own specialty, he said he was inclined to agree with President Eliot. When asked for his reasons he mentioned Pasteur, the germ theory, antiseptic surgery, and a number of things. He talked freely for about five minutes and gave me what I thought was an admirable summary of the reasons which doubtless led to President Eliot's decision. In other words he gave me exactly what I wanted.

A little bit later the head of our biology department came into my office, told me that he had received my letter, but asked if he might have two or three weeks for preparing his reply. I told him more or less jocularly that he was a biologist, and that it looked to me as if he ought to be able to make a brief statement concerning the work of his specialty without taking several weeks in which to get it up. To this he answered about as follows:—

"Perhaps it is because I am a biologist that I hesitate to give an off-hand opinion in regard to the accomplishments of biology. I would be a great deal more willing to speak off hand on the subject of chemistry than I would on my own specialty. Furthermore, I do not believe that the questions you asked me can be answered in a letter of merely a few hundred words."

The written reply to my letter has not yet come in, because the time has not yet elapsed. I feel certain, however, that it will come in due time. When it comes it will probably consist of a concise history of the progress of biological science in the past hundred years. It will doubtless contain several thousand words, and will have as an appendix a bibliography of modern biological science. It will be such a paper as will be well worthy of publication.

I relate this incident, not for the purpose of complimenting either our biologist or chemist, and certainly not for the purpose of criticising either. My purpose is merely to call attention to the fact that the incident gives an illustration of two different types of mind and two decidedly different points of view. It takes both of these considerations to make clear the difference.

The biologist was speaking as a specialist. The chemist was speaking as a layman on the subject of biology. In other words the biologist was speaking as a scientist while the chemist spoke on this subject from the standpoint of the average man.

At the same time it is quite evident that the two minds worked differently. One was working with the purpose of getting a broad, general view of the situation. The other was working with the purpose of being scientifically accurate. One had in mind the general scope of the thing while the other had in mind scientific details.

Which of these two types of minds does the world need? Undoubtedly, both. It needs one in the laboratory or the counting house, and the other in life in general.

From the standpoint of the average citizen it is enough to know that a given concern does practically a million-dollar business during the year. In deciding as to whether the business is profitable or not, it makes a great deal of difference as to whether the receipts were $980,761.54 or whether they were $1,087,361.19. These two figures mean practically the same thing to the outsider, but to the man on the inside of the business the difference may mean the difference between success and failure.

I have frequently been interested in reading agricultural statistics to note that in a certain state there are 1,024,003 hogs, or some such number. I have always wondered whether the man who counted those hogs was absolutely certain of the odd three, or whether there might not actually have been another hog more or less, making four or five instead of three. From my standpoint the mere statement that the state raises about a million hogs annually would cover the case completely. However, the man who compiles the exact figure has a right to take a pride in his scientific accuracy, provided, of course, he has faith in the exactness of his figures.

On the other hand, when I go to a drug store to get a prescription filled, I hope that the clerk

who fills the prescription has a mind that works with absolute accuracy. I would not be willing to trust the prescription to a man who merely approximates the proportions of the various ingredients.

The world needs minds of both types. It needs each in its particular case. The chemist above referred to has the type of mind that would be useful to an executive. The biologist would probably be more or less dazed by the problems which come crowding in upon the administrator and demand immediate decision. The chemist is a man who could conceivably make a good editor for a great daily paper where decisions must be made instantly and where most of these decisions ought to be right. If our biologist were an editor he would be the editor of some monthly or quarterly magazine.

There is no reflection upon either type of mind. One may be referred to as the American type. The other is more usually thought of in connection with the German mind. Each one has an honorable place in the great world's work. An ideal mind would perhaps combine the qualities of these two; but then ideal minds are rather hard to find in the world as it is.

The chief moral of this story is that our schools ought to make provisions for training minds of both these types. Some of our schools seem to have in mind cases of the first kind, and some seem to have in mind only cases of the other kind. The best results cannot be expected if we take a mind that deals in the large and undertake to train it to deal only in the small. Neither can the best results be obtained if we fail to train certain other minds to deal in questions of exact scientific accuracy. Let us undertake to train both executives and scientists.

Educational and Vocational Guidance

By JOHN M. BREWER
Harvard University

THE vestibule idea requires a plan by which children are studied and advised before they make important decisions connected with their educational and vocational careers. The vestibule of a building furnishes signs, a guide, and an opportunity to look into the several rooms before entering. Schools, however, all too often, though the school building itself has a vestibule, require children to decide on their curriculums before they enroll in the school. The aim of educational guidance is to help children plan their careers and to furnish them a vestibule of educational enlightenment and educational samples before they reach the point of important decision in regard to their educational futures.

All education ought to be concerned with guidance, and there are many kinds of guidance, including civic guidance, home guidance, and recreational guidance. Educational guidance is enlightenment and advice about one's educational career, and vocational guidance about one's vocational career. Thus vocational guidance is only one of the forms of guidance and is certainly not the most important one.

All guidance in a democratic community should lead to self-guidance. The educational world is well stocked at present with people who are interested in doing things to children or in doing things for children, but there are not a great number helping children to do things for themselves. Guidance aims to awaken children to the point where they can begin to plan their own careers.

Educational guidance is concerned with how to study, choosing studies, choice of colleges, when to leave off general education and begin vocational, when to leave school, how to continue one's education, how to fit educational experiences into other experiences in life. The way to give adequate educational guidance is to organize classes taught by competent teachers, in which the problems of school life are discussed and at the same time to furnish children with samplings of various subjects of instruction, so that their interests and abilities may be explored.

Educational guidance is intimately tied up with vocational guidance for two reasons; first, because educational decisions usually involve vocational decisions, and second, because one's vocation is the activity which takes the place of his full-time educational experience.

Vocational guidance is concerned with helping children to choose, prepare for, enter upon and make progress in their careers, and in furnishing children with such vocational enlightenment as will equip them to solve co-operatively the larger problems of occupational life which cannot be solved by individuals alone. Vocational guidance is important, for one reason, because our vocations occupy about one half of our waking time of an ordinary day, and also because success or failure in one's vocation is intimately connected with the welfare of his total activity. Furthermore, whether rightly or wrongly, our homes, churches, art museums, music, recreation, and civic life depend

in part for their prosperity upon the well-being of occupational life. Again vocational life is probably the greatest reservoir of unselfishness which exists today. Culture and vocation need to be amalgamated in modern life and not kept apart. A well-rounded life cannot be founded upon a conflict between these two good and necessary things.

The steps in the vocational guidance of an individual may be listed as follows with the appropriate activities for aiding the child:—

1. Self-discovery. The youngster needs an opportunity to discover his interests and abilities. For this purpose we must furnish him with interesting and elementary samples from the common fields of occupational endeavor—agriculture, industry, commerce, homemaking, and the professions. Either through a general shop or a number of specialized shops through which the child of junior high school age should pass, we should give him contact with many tasks which industrial workers perform. He should have contact with junior business exercises as well, and with gardening. Through student activities, curriculum studies, and actual contacts he should explore his interest and ability for some of the simpler tasks in professional life. On various levels in the school program these explorations should go on, followed for many children with definite tryouts leading to the choice of vocational courses.

2. Occupational enlightenment. Simultaneously with the exploratory work for self-discovery should be organized classes in occupational information. These may often advantageously be combined with classes for educational enlightenment. In any case the class should include a method of study for occupations, an interesting and comprehensive study of a number of common occupations, and a study of the great continents of occupational life, and a study of the general problems of vocational experience.

3. Vocational choice. On the basis of the two steps already taken, namely, self-discovery and occupational enlightenment, and on the basis of such tests as may be given, provided these tests are always based on a real opportunity to acquire the information and experience tested, the child is in a position to make a tentative choice of occupation. Final choices should be a culmination of a long period of study and progressive eliminations.

4. Vocational training. After choice is made the child may be ready for his vocational training or he may still be able to continue his general education, postponing specialization. But sometime before he leaves school he should be allowed the opportunity of learning some skills that are marketable, either for a juvenile occupation or for an adult vocation. Training children in an occupation which they have never really chosen is somewhat like operating without a diagnosis. Recent studies have shown that the causes of failure in industrial life are not so often lack of skill and lack of knowledge, as lack of job wisdom. Almost two-thirds of a large number of discharges were found to be due to this lack of social understanding or wisdom in relation to the job. Vocational courses, in my opinion, must be radically revised in the direction of certain guidance features to be included as a regular part of the vocational training. Only thus can a beginning be made in providing the necessary job wisdom.

5. Placement. I am rather in favor of an information service than intensive placement of individual children in individual jobs. This, however, is too long a story for a short statement. It is safe to say, in any case, that the boy or girl leaving school, whether working on a part-time or full-time basis and whether graduating or not needs help in taking his first step in occupational life.

6. Readjustment. An unbiased and friendly counselor in a convenient office with evening office hours could work out a follow-out program and a counseling program for helping the new worker to make his adjustments during his first few years.

The work of educational and vocational guidance may be begun at almost any point. I have recently proposed the following curriculum for the ninth grade of a four-year high school in communities having no junior high school.

1. English.
2. American citizenship.
3. Educational and vocational enlightenment.
4. Educational sampling: languages, mathematics, science.
5. Vocational sampling: gardening, industry, commerce, homemaking, professions.
6. Recreation, clubs, music, art, physical training.

A good beginning cannot be made, however, by asking all the home-room teachers to handle the guidance. This would be about as effective as asking all the home-room teachers to teach geography or geometry. The work must be done by those who know something about it, and if certain things are to be delegated to home-room teachers on the list, the leadership should be put into competent hands and the home-room teachers carefully prepared for their tasks and supervised in the performance. Neither can classes once a week do as effective work as is needed; this is due to the obvious difficulty of acquaintance, continuity, regularity of outside study, etc. There are many teachers throughout New England who have studied vocational guidance, particularly in Harvard and Boston University, and such beginnings as have already been made in certain communities in New England indicate the kind of work that is needed elsewhere and should be extended.

All of us love New England and never look forward to a time when her service to the rest of the country and to the world will be less than it is now or has ever been. Though disturbed by occasional rumors of industrial depressions, closing of mills, etc., we see forces at work for making new adaptations and creating new prosperity on an even more solid foundation. The New England Council has a research committee whose chairman, A. L. Filene, has been for years actively interested in the progress of vocational guidance in New England. The report of his committee points the way through research for manufacturers to readjust plans to changing needs and to continue and consolidate those already made. But no matter how intelligent management is, labor, at least in New England, must also manifest the highest kind of vocational intelligence. The goods and service rendered by New England will doubtless become increasingly high class in their character. We cannot compete with certain other sections in producing pig iron nor miles of common calico, but we still make 45 per cent. of all the clocks manufactured in this country, and such products as clocks cannot be made by vocational illiterates. Our traditions are all in the right direction, but we need a new generation well informed on occupational problems and making enlightened decisions regarding all its vocational experiences.

Vocational guidance was born in Boston, and it is one of the few things in American education that is wholly American in its origin. The risk of neglecting vocational guidance is too serious to justify us in any excuses. Any superintendent can organize an informal committee of people in his system interested in the subject to study it and to make recommendations for beginnings or for improvements in the present service.

Ideals in Pupil Classiiication

By SAMUEL ENGLE BURR
Director of Research, Lynn, Mass., Public Schools

THE most generally accepted organization of our American public schools consists of thirteen grades of work. Traditionally, these have been one year of kindergarten, eight elementary grades and four grades of high school work. The first quarter of the present century has witnessed the displacement of this traditional organization by an improved graded system consisting of one year of kindergarten, six elementary grades, three junior high school grades and three senior high school grades. Although this newer organization is not yet universal, its use is becoming more and more widespread and its usefulness has been quite conclusively demonstrated. Consequently problems of classification today are to find their solution upon the K-6-3-3 plan as a basis.

The change from K-8-4 to K-6-3-3 was not merely one of organization. It is true that the change had scarcely any effect upon the grades up to and including the sixth. Nor was there much more effect upon the 10th, 11th and 12th grades. But for the new intermediate school—the junior high school—the change involved a curriculum revision fitting the school to more nearly meet individual needs than our "lock-step" organization had previously permitted. This tendency to fit the school to the child is now becoming increasingly apparent throughout the entire system. It is manifesting itself in wholesale curriculum revision, in increased flexibility of organization, and in the scientific classification of pupils.

Curriculum revision, including content, arrangement, methods and techniques, has had the spotlight of attention directed upon it by our great national organizations during recent years. Leading administrators are securing increased flexibility of organization in order to secure greater efficiency. Prominent experimenters and investigators have proven that proper classification, taking into account the individual child, is necessary if we are to achieve our ideal of universal democratic education.

In the words of Buckingham:* "Classification is any arrangement of pupils which seeks to bring them together so that they may be instructed with the greatest benefit to each of them."

If classification is to be a matter touching each individual pupil—if we are really to attempt to adjust our school systems to meet the needs of every individual child, we must set up a means to secure complete information upon a truly scientific basis. There must also be expert work in the interpretation of this information.

In response to this necessity educational research bureaus have come into being and child welfare clinics have been instituted. Practice in this regard has not become uniform as yet, but in 55 per cent. of our large cities Public School Research Departments are now functioning and the percentage is growing from year to year. Most of these departments include child welfare directors and adequate staffs of psychologists, psychiatrists, visiting teachers, objective test experts and clerical assistants, in order to properly do the

*B. R. Buckingham—"Research for Teachers," p. 262. Silver, Burdett & Co., 1926.

work of pupil classification and of child accounting. Of course these research departments have duties in connection with other fields as well as classification, viz., financial research, curriculum research and janitorial efficiency research, to mention a few. Our chief interest in this article is, however, to present an ideal in their chief field, that is, pupil classification.

When research departments first began to classify pupils, the task was to place the so-called normally minded pupils in the proper grade levels and to weed out the so-called mentally retarded group of some two or three per cent. of the total enrollment and to consign these unfortunate atypical pupils to "special classes." The task no longer is so simple as this. It was soon shown, by various investigators, that grade levels were being thought of as devices of a very arbitrary nature and that there were many types of atypical pupils, each type demanding a different treatment than the other.

It has been a commonly accepted theory that the school history of the typical pupil is as follows: Age five years, enters kindergarten; age six years, enters first grade, etc., progressing at the rate of one grade per year until the age of seventeen is reached, when the pupil graduates from high school. A part of this theory is that each child requires one year to master that block of work which has been set up as the content for each grade of school life. Some can display excellence of accomplishment, some good work, some mediocre results, but all must reach a "passing grade" on certain fixed and definite requirements before being allowed to attempt any of the work of the next block or grade.

As a matter of fact such a school history as is outlined in the preceding paragraph can hardly be said to be typical. There are some pupils who gain special recognition and are allowed to "skip" certain grades, thus being able to graduate from high school at the age of fifteen or sixteen. A larger number are retarded one or more grades during their school experience and consequently graduate from the high school when eighteen or nineteen years old or even older. But a great host of those boys and girls who started at the age of five in the kindergarten are lost by the wayside from one cause or another and never reach the point of graduation from any type of high school, either at the age of seventeen or any other age. More often than not, this last group of young people is given no consideration in our presentation of school statistics.

As a result of the attempts at proper pupil classification the idea of fixed grade curriculum requirements is breaking down, in favor of the ideal of continued years of progressing experiences, without regard to the amount of time required for mastering certain facts or processes; and many groups are being recognized as atypical and are receiving special attention. In short, the school is attempting to have something of value to offer every child, during each succeeding school year, for a period of thirteen years, or even longer.

According to this ideal, toward which many of our school systems are struggling, there is no retardation and no non-promotion. Nor are there in any grade a certain number of set tasks, so much subject matter and a few definite skills which must be mastered. The work of each year consists of building on to the knowledges and skills which each pupil already possesses, all the additional useful knowledges and skills which each individual pupil can master. Thus a brilliant boy may be far in advance of a dull boy in arithmetical computation, yet both will be in the fifth year, both will be working on something new and in advance of their previous accomplishments; both will be advanced into sixth grade groups in the following September.

The same is true of the treatment of atypical pupils. As instruction becomes more individual—as the teacher recognizes in each pupil a distinctly individual problem—all pupils will be atypical. But those pupils who are becoming blind or deaf, those suffering from nervous disorders such as St. Vitus's dance or epilepsy, those who are pre-tubercular, those who are cripples and other special groups will receive special attention in keeping with their needs. The same is also true of those who are feeble-minded, those who are exceptionally brilliant and those who are especially talented in some specialized subject such as music, fine and manual arts, or dramatics. This does not mean, however, that these special groups will be cut off from social contacts with more nearly normal pupils. Of course such a plan can be completely adopted only where it is possible to have at least three classes per grade in a single building. Even better sectioning is possible when there are more than three classes per grade.

An organization to meet such an ideal of instruction may be built up upon a teaching procedure which is entirely individualized. We have several examples of such organizations in the United States today. But most research directors are not recommending the complete overthrow of group instruction for the great majority of pupils. In fact, the social values of group instruction are being constantly emphasized. The procedure which is most often approved is the continuance of the usual classroom group. In large systems groups of the same age level are separated into classes on the basis of mental maturity and ability. Sections are set up within the class and special cases are handled by an elaborate system of coaching teachers whose duty it is to keep every pupil working up to his level of ability, to give special help where it is needed

and to be constantly on the alert for the development of special habits and skills. Until the twelve-year age level is reached (the end of the fifth grade) the classroom teachers act as counselors and guides. After the twelve or thirteen-year level the home-room teachers continue in this capacity, but they are constantly assisted by experts in educational and vocational guidance. At about this same point the general classroom teacher is displaced by various teachers who specialize in one or two subjects.

It is readily seen that an ideal classification such as this article contemplates—"an arrangement of pupils which seeks to bring them together so that they may be instructed with the greatest benefit to each of them"—cannot come overnight and cannot come as the result of a single sweeping readjustment. It contemplates a school system so flexible, so adaptable and so varied in its offerings that considerable time must elapse from the time when the changes start until they near completion—they never will actually reach completion, there will always be some further adjustment to be made.

This process will start with a study of an age-grade table, recommending a trial promotion for all pupils two or more years overage and the institution of coaching teachers who will give these backward pupils special help. This step will also involve the separation of definitely mentally retarded pupils into groups which will receive instruction fitted to their abilities. Such a recommendation will come as a result of exhaustive case studies of all pupils recommended for special classes by the regular teachers.

Perhaps the next step should be complete testing of all pupils by objective group tests. As a result of these tests pupils can be grouped by classes and can be sectioned within classes. Further possible candidates for the special classes for retarded pupils will also be brought to light by these tests.

As soon as possible the research department should conduct an exhaustive survey to locate all pupils with special weaknesses and abilities. Recommendations can then be made for the care of such groups as are below normal in hearing, in vision, in physical or nervous development, etc. Other special services should be recommended for groups especially talented in vocal or instrumental music, in the mechanic and fine arts and in dramatics.

Another point of attack presents itself in organizing local research councils among groups of interested teachers. The most profitable place for them to start their work is in an investigation of the uses and abuses of non-promotion and of special promotion. A real study of this problem will lead directly back to the whole field of curriculum research again.

The need for vocational, avocational and educational guidance will be the next to receive the attention of the research department. Another survey of trade conditions, of college entrance requirements, of business and financial institutions will be required. Here again the teachers can help, both before especially trained counselors are instituted, and afterward.

Although these various procedures have been spoken of as steps, they are not truly such, for they continue on and recur again. The age-grade table must be kept up-to-date, changes being made as pupils are readjusted into different age groups. The advice and counsel of classroom teachers regarding needed adjustments must constantly be sought after and encouraged. Various standardized tests must be given from time to time, the results properly weighed or corrected for time, and entered in the pupil's profile record card. New facts covering trade conditions, industrial and business opportunities, and requirements for satisfactory technical and professional work must constantly be collected and made available in usable form. The coaching teachers must continually adjust themselves to varying mechanical and administrative procedures involving changes in schedules, in rooms and in the size of groups. They must be prepared to start their coaching work at any point, wherever the child may need it, and help him advance to a point

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where he can go on with the group, if possible. They must also be prepared to assist pupils in perfecting special talents not lending themselves to group instruction.

By a continuance of these activities and by refining their use so as to constantly come closer to the individual child, the ideal classification already set up will gradually be approached.

In all of this work two things are highly essential—expert guidance and accurate recording of all details. In order to furnish these the Research department must be adequately manned with a trained and efficient personnel, and a complete child accounting record system must be instituted and kept up-to-date.

Such an ideal school system as has been here pictured is the only rational goal to be thought of in a democracy. It provides the same opportunity of thirteen years of free public education for every boy and girl. At the same time it offers every pupil an opportunity to make the most of his own mental and physical possibilities, without interfering with the progress of any other individual.

As has been said, this ideal system does not exist as yet and probably never will exist. It is, however, the type of thing which many of the most progressive school men have in mind and toward which they are directing their school systems today. In their attempts to reach it they are calling for more and better research bureaus to give a truly scientific basis for every move which they plan to make.

Emerson's Message to Teachers

By CHARLES WILLIAM HEATHCOTE, Ph.D.
State Teachers' College, West Chester, Penn.

"IF THERE be power in good intention, in fidelity and in toil, the north wind shall be purer, the stars in heaven shall glow with a kindlier beam, that I have lived. I am primarily engaged to myself to be a public servant of all the gods, to demonstrate to all men that there is intelligence and good will at the heart of things, and ever higher and yet higher leadings. These are my engagements; how can your law further or hinder me in what I shall do to men? Wherever there are men, are the objects of my study and love. Sooner or later all men will be my friends and will testify in all methods the energy of their regards."

Such were the noble objectives of his life. His goal was service, usefulness, and not greatness. His life is a constant source of inspiration and power to the teacher. Ralph Waldo Emerson was born May 25, 1803, in Boston, Massachusetts, and died in Concord, Massachusetts, April 27, 1882. He graduated from Harvard in 1821, studied for the ministry, and served in the pastorate for a brief period. He was also a teacher in city and country schools for four years, but his most useful teaching work came through his work as an essayist, poet and philosopher. Once he stated, "The wise instructor accomplishes this (creating scholarship) by opening to his pupils precisely the attractions the study has for himself. He is there to show them what delights and instructs himself in Homer, or Horace, or Dante. . . ."

His inspirational messages to teachers are primarily found in his writings on "Education," "The Man of Letters," and "The Scholar." Here we find him to be the constructive philosopher, leader, adviser, optimist and humble friend of teachers and pupils alike.

In his essay on Education he is very up-to-date, which makes his message all the more important. He emphasizes certain principles as fundamental which each teacher should remember.

(1) "He states that education should be as broad as man." To him education meant something manworthy, practical, spiritual and aspirational. The goal should be not only to teach pupils to be as older people are but to teach them *to be* all they can. In order to create this spirit within the pupil's life, the moral ideals must be stressed such as self-trust, to know the resource of his mind, and "to inflame him with a piety toward the Grand Mind in which he lives." He writes: "Let us apply to this subject the light of the same torch by which we have looked at all the phenomena of the time; the infinitude, namely, of every man. Everything teaches that."

(2) He urges that in solving the problems of education there needs to be mutual understanding and sympathetic relations with young people. There was a spirit of youth about Emerson which was manifested continually in his writing. It is this spirit which appeals to one and all in his poems and books. Whether it was conscious or unconscious, the appeal to youthful tendencies is a distinctive objective in his works. However, it is not an unbalanced goal or viewpoint which would crowd every other consideration of human experience, but it is necessary for youth and maturity to understand each other in order that the plans of training and practical experience may be fulfilled and realized. "One fact constitutes all my satisfaction, inspires all my trust, viz., this perpetual youth, which as long as there is any good in us, we cannot get rid of. It is very certain that the coming age and the departing age seldom understand each other. The old man thinks the young man has no distinct purpose, for he could never get anything intelligible and earnest out of him. Perhaps the young man does

not think it worth his while to explain himself to so hard and inapprehensive a confessor."

(3) There must be no counterfeit in education, but the manifestation of truth. Emerson calls attention to the fact that boys and girls know more about human nature than we give them credit for. They base all of their knowledge upon experience. Their games on the athletic field are played with vigor, vivacity, and positions on the teams are filled solely on merit. He appeals to have this same vigor applied enthusiastically to schoolroom activities. Friendship and comradeship between teacher and pupil aid to bring about mutual understanding, and hence a basis upon which to construct the best in life.

In the address "The Man of Letters," delivered before the Literary Societies of Dartmouth and Waterville Colleges, 1863, he urges that the citizens of the republic be thoroughly trained to be self-reliant and independent. Whether the teacher shall be found in university, college or lower schools, his greatest service to the young people under his direction shall be to train them in the dignity of industrial habits. He stresses the fact that youth to develop into complete and worthwhile manhood should be self-dipped in the Styx of human experience. This spirit of self-reliance creates the best in scholarship, citizenship and achievement. There is something heroic in teaching which inspires and develops initiative and vision in youth.

The teacher who is scholarly but not pedantic, independent but guided by the ideals of unselfish service, idealist yet practical, is the greatest blessing to the youth of his nation. Or as Emerson states: "A redeeming trait of the Sophists of Athens, Hippias and Gorgas, is that they made their own clothes and shoes. Learn to harness a horse, to row a boat, to camp down in the woods, to cook your supper. I chanced lately to be at West Point, and after attending the examination in scientific classes, I went into the barracks. The chamber was in perfect order, the mattress on the iron camp-bed rolled up, as if ready for removal. I asked the first cadet: 'Who makes your bed?' 'I do.' 'Who fetches your water?' 'I do.' 'Who blacks your shoes?' 'I do.' It was so in every room. These are first steps to power."

Emerson urges the student to rely upon himself as this will reflect credit upon his teacher and is respect due his teacher. The teacher helps the student to develop initiative but at the same time gives him a vision of responsible action and the need of co-operating with his fellows.

In an inspiring address, entitled "The Scholar," which Emerson delivered before the Washington and Jefferson Societies at the University of Virginia, June 28, 1876, he stated: "The scholar is here to fill others with love and courage by con-

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firming their trust in the love and wisdom which are at the heart of all things; to affirm noble sentiments; to hear them wherever spoken, out of the deeps of ages, out of the obscurities of barbarous life, and to republish them; to untune nobody, but to draw all men after the truth, and to keep men spiritual and sweet." Elsewhere he writes:—

"For thought, and not praise,
Thought is the wages
For which I sell days,
Will gladly sell ages,
And willing grow old,
Deaf and dumb, blind and cold.
Melting matter into dreams,
Panoramas which I saw,
And whatever glows or seems
Into substance, into Law."

However, these things referred to are accomplished only through one plan ever borne uppermost in mind, which is concentration. Emerson emphasizes the fact in this same address.

Concentration is accomplished through earnest training and effort. It stands as the climax of education and the teacher is responsible for its accomplishment. It is an important talent in the training of the pupil. This training, so important in the life of the youth, must be motivated into citizenship in order to safeguard the republic and its institutions. Emerson also states: "Man is a torch borne in the wind." However, it is not a light blown hither and thither by every current of air, but responsible scholarship creates the light of vision and understanding. There are questions of national and international affairs which require clear thinking and earnest decision, and which must be solved by citizens individually and collectively.

However, the solutions rest upon careful concentration and impartial understanding. That youth may bear the torch aloft, pass it unto others; the pure light of honor, integrity, courage, honesty, and faith may be achieved; when these plans are accomplished, they cannot help but make the teacher's heart glad and recompense him for any discouragements he may have in his effort to achieve the finest results in the noblest of all work. Emerson's closing words are a challenge and inspiration to every teacher: "If one man could impart his faith to another; if I could prevail to communicate the incommunicable mysteries, you should see the breadth of your realm: that ever as you ascend your proper and native path, you receive the keys of nature and history, and rise on the same stairs to science and to joy."

Measuring Class Work

By E. CATHERYN SECKLER

State Teachers' College, Kirksville, Missouri

EVERY class, just as every individual, has a distinct personality and character of its own. This personality or character impresses itself upon the observer of a class, although the observation may last only through one class discussion. The component parts, which make or mar the character of a class, are the pupils and the teacher. Each must be a full and willing participant in the activities which are carried on, and if this is not the case, he detracts from the sum total of the class personality and character. Just what are these essential qualities which give character to a class? The following score card embodies the necessary qualities by which to judge the class work as a whole.

SCORE CARD FOR JUDGING THE CLASS AS A WHOLE.

Considerations.	Score. Points
I. Underlying principles.....	24
1. There must be *unity* in the lesson.	
2. There must be *proportion* in the lesson.	
3. There must be *coherence* throughout the lesson.	
II. Essential class qualities.....	46
1. There should be genuine interest and enthusiasm on the part of both teacher and student.	
2. There should be evidences of well-organized industry by both the teacher and student.	
3. There should be close co-operation between the student and the teacher: Discipline.	
4. The material studied should be of a practical and worthwhile character.	
5. A consciousness of a definite aim, objective, or problem should exist on the part of both teacher and pupil.	
6. There should be emphasis, force, and evaluation of material by the teacher and pupil.	
7. High standards and attainments should be maintained.	
8. There should participation by both teacher and student in the activities of the class.	
9. Positive attitudes should exist on	

the part of teacher and student.

III. Management and technique in the class 30

1. There should be found the four fundamental parts of the lesson, namely, the review, assignment, development of the lesson, summaries and conclusions.
2. The method of procedure should be adapted to the material, to the teacher, and to the pupils.
3. The teacher should be skilful in handling individual and specific situations and problems.

Total Score..... 100

No particular score has been attached to each specific point, due to the fact that it is almost impossible to attach a definite value to each point under consideration. The presence or absence of these qualities is of vastly more importance than is any set value which might be attached to any one of them. Any class, however weak, usually has some of these characteristics and qualities, but there are a very few classes which have all of them in a perfect degree. The improvement of classroom instruction depends largely upon the improvement of just such simple qualities as these, and it would behoove any progressive teacher to make a careful check of his work occasionally in order to see just how he stands regarding them.

"If"

With Apologies to Rudyard Kipling

By M. T. B.

If you can keep your head when taking courses,
And never take the same course more than twice;
If you can trust yourself to pick the right one,
And never choose it 'cause the "prof's" so nice;
If you can make a dash at three and thirty,
Three days a week for twenty years or more;
If you will always answer to the roll call
Nor falter, though your head—and feet—be sore;

If you can 'tend each course for fifteen hours,
And listen with enthusiastic air;
If you can read the countless pages called for,
And never let yourself admit despair;
If you believe the "half" that your instructors,
With gilded words, would cram 'way down your throat;
If you can stand their many witticisms,
And never let them know they've "got your goat";

If you can pick a major and two minors,
If all your other courses never clash;
If you have always used utmost discretion,
Nor let your education sound like hash;
If you have kept strict count of every hour,
And added up your credits year by year;
I know, at last, you'll get an honored sheepskin,
What though, by then, you'll be quite old and sear!

—Boston Teachers News Letter.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Prayer Wheel

In the land of the Nashi, in far Thibet, the people have a curious way of reciting their prayers. They believe firmly that the number of prayers they say counts for a great deal, so they have devised several ingenious ways of aiding their lips. Rather fortunately for them the prayer they say is not a long one. It consists of only four words, "Om Mani Padme Hum," and may be translated thus: "Oh, the jewel in the lotus, Amen." In order to get the full benefit of the saying of thousands, or even millions of this prayer, the people have invented great water wheels which look much like primitive mill wheels. These machines are placed in a swiftly running brook and so arranged that the current turns them around and around. All over the surface of the wheel are placed little papers on which the sacred prayer is written. In order to get in as many prayers as possible the writing is often so small that it can scarcely be read with the naked eye. Every time the writing turns to the sky the prayer is said and credited to the maker of the wheel, even though he may be miles away busy with the daily duties of his life. In another place large pyramids are erected having a square base against the sides of which are placed hundreds of slabs of rock on which are beautifully carved, over and over again, the same sacred prayer.

We of this race and generation can scarcely understand this sort of praying. To our minds prayer is not a thing that can be said for us by a substitute. We feel that when we pray we leave the earth and go, spiritually, into the presence of the Father, talking to Him and thanking Him for His great interest in us. And yet, those who pray only with their lips, with their thoughts on the day's work or the morrow's pleasures, are turning over and over in their souls the same kind of prayer wheels that are revolving this minute in the brook beds of far Thibet.

A New Justice

Where are the citizens of Washington's day? All tucked away in their long, narrow beds. Where are the citizens of Andrew Jackson's day? They, too, are all tucked away in their long, narrow beds. Where will the citizens of the present be in the days when you boys and girls are at the throttles running the vast machines of life? We, too, for the most part, will be tucked away in our long, narrow beds.

So the day is coming when you and your fellows are going to be alone on the earth. Just a few of the sturdiest of the rest of us will hang around to see what kind of a job you are doing. The problems that we have struggled with unsuccessfully are going to be handed on to you. You see we have confidence in your superior wisdom. We know you will measure up to many of the tasks that have been beyond our powers.

One of your greatest problems will be the working out of a new justice, one founded on the knowledge of the importance of the spirit in every man, rather than one founded on vengeance or self-preservation. In other words you must deal wisely with those who, through no fault of their own, are born into families in neglected places, giving the fathers work and a good deal more than a living wage, and the mothers the inspiration of a pleasant home, geraniums in the sunny windows, good food in the pantry and clean, soft beds for tired little bones. Outside the walls of the home you must provide wide, cheerful places to play in where there is the splash of running water and the cool greenness of unforbidden grass.

In your day you must bring the birds to town and invite in the blossoms and make way for the grass and station tall trees like traffic officers of the spirit at corners where the paths of many men cross each other, and you must leave space for the clouds to cast blue shadows on clean streets.

In your day, my young friends, you must look with patient eye on those who stumble on the upward grade, lending them a hand that is firm enough to hold them in the straight way if necessary, but strong enough, also, to support them until they find a new breath for the spirit and new strength for frail limbs. The rule of the vengeful is passing and the rule of the workers of justice is near at hand. Before the iron doors of the future clang on the fallen man it must be made clear to you that they have already clanged on the fallen spirit. While there is left in the bewildered or erring soul one yearning for the good and beautiful it must be your part to help and save.

"Society," they say, "must be protected." How true that is! Who, in your day, shall think, however, that society needs for its protection soul-destroying jails instead of sweet, clean, uplifting homes where God's little children can be started in the right way?

In your day the money now spent on jails and jailers will be spent on homes and mothers, and he shall be the arch criminal upon whom the law shall lay its heavy hand who scandalizes in any way the pure spirit of a little child.

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Journey for Knowledge
Part I

There was once a good prince who left his father's house to journey through the kingdom in search of wisdom. He was learned in many arts, could write nobly, read beautifully, play on musical instruments and excel in all manly sports. He felt, however, that he should see more of the world and observe closely the people in it, watching them at their work and profiting by their success or failure. Dressing himself, therefore, in plain garments, he set forth with only a servant to keep him company. Hardly had be gone out of sight of his father's castle when he came upon a man building a house for another person. Across a board the carpenter laid a steel square. Very carefully did he match its side with the side of the wood, but when he drew the line he let the square slip so that the line when drawn was very far from straight. Cocking his head on one side the carpenter eyed the crooked line, then seizing his saw began to saw. "My good friend," said the prince, "know you not that the line is not straight?" "It will do," said the carpenter. "It does not pay to be too fussy. It's all in the day's work." "I wonder!" said the prince to himself, whereupon he sat down on a pile of lumber near by to watch. Now, it happened that the board that the carpenter sawed was meant to fit over the front door. Of course it did not fit at all, leaving a gap where it went against the board above. In order to cover up this gap the carpenter cut out a small tapering piece, planed it down to the right size and fitted it into the hole, using up, while doing so, a half hour of valuable time. "Would it not have been a saving of time and energy and your employer's money, as well as the good looks of the front door, to have drawn the line straight in the first place and cut to it?" asked the prince. In answer the carpenter shrugged his shoulders and went whistling away. But when

the owner came he saw the patched board over the front door and angrily called the carpenter to him. "Careless one!" said he, "Behold your poor workmanship. Did I not hire you because your wife and children starve? Now get you gone! Such as you cumber up the earth, causing better men to worry much and spend much and sorrow much undoing what you have so carelessly done." "This," said the prince to his servant, "has been a profitable day. Though I knew it before, now am I convinced that he who works in a careless manner is destined to certain failure. Here and now I solemnly resolve to lay my lines square with the world in all things and cut close to the squared lines."

Journey for Knowledge Part II

The second day's journey of the good prince who was seeking knowledge brought him to the wide-spread farm of a noble youth, and behold, as the prince came by on the road a young man was seen plowing in his field. In his stalwart hands were the handles of the plow, both made of ebony and inlaid with costly gems, and the plowshare, itself, as it turned over the black rich soil, gave forth a gleam as of gold running a stream of light in the trough of the turned earth. When the youth had made the circuit of his field and had driven the proud necks of his snow-white horses opposite the road, the prince hailed him and said: "Friend, come hither! I have a question to ask of you. How is it that you plow with a golden plow, whose ebony handles are rich with gems and whose tooth is dragged through the soil by the might of such kingly horses?" At his words the youth smiled. "Sire," said he, "be it known to you that I use nothing but the very best in everything I do. If I plow, my plow must be of gold and my horses of the finest breed. If I drive nails, the hammer must be of the purest silver, and if I saw wood, the teeth of my saw must be diamonds of the clearest sparkle." "Fortunate young man," cried the prince. "Such elegant taste I never saw before, but pray you, is the harvest of the golden plow of as high an order as the plow itself?" At that the youth frowned.. "This soil is none too good," said he, "and the rain comes when it ought not and the wind blows when it should be still, and the sun dries up the plants when it should be hidden by clouds. Over these things I have no control, therefore are my crops not of the best." "It is strange," said the prince, "very strange," and so saying he passed on, coming in an hour to another farm where a youth sweated also behind his plow. "I see," said the prince, "that your plow is of iron polished brightly by the passing soil. I see, too, that your horses are weary and sweat with you in the heat of the day." The young man smiled. "I complain not. The Lord is good to me. Into my barn flows at the year's end a golden stream of grain. The soil is goodly and the sun warm and the rain falls nowhere so gently as upon my fields." "But your brother of the golden plow complains otherwise," said the prince. "The fault is in himself," said the youth. "Behold what he does. With noble horses and golden plow he turns back the soil. He harrows all with harrows of silver points, but when he plants, the seed that falls from his hands is but the seed of weeds. As for me, though my tools are humble and my acres few, I plant nothing but good seed in the fields that receive my plow." "Now," cried the prince, "I have learned wisdom. Let me plow and harrow in the days to come even as you, not driving forth in kingly state, but in a manner suited to my task; let me prepare my life's work in humbleness of spirit and in the desire to serve, and for the harvest let me sow only seeds of such undoubted goodness that the harvest must be rich indeed, filling my barns with an abundance of all good things."

Journey for Knowledge Part III

The third day of the prince's journey brought him to a vast vineyard. As far as eyes could see, row on row of fruitful grape vines ran up and down the sunny sides of hills. Many men and women and children toiled amid the vines, some gathering the rich purple grapes with hands and mouth stained by the sweet juice, and others pruning the vines from which the harvest had been gathered and yet others hoeing and digging about the sturdy roots. In and out among the workers went one of venerable face. He was a noble man. His brow was high and his eyes wide apart like stars, and gentleness dwelt upon his lips and from him as he walked a joyousness rose up that enveloped those near whom he came. His garments were as white as snow, but here and there upon the sides of his white robes were the blue prints of children's hands where they had touched him shyly as he went by, and around the very hem was a border of purple kisses where those who toiled and had eaten of his grapes had kissed the fringes of his robe. All unseen the prince paused beneath the shade of a huge fig tree. "Here is wisdom," said he to his servant. "Behold, how they love him and toil for him. I must learn his secret, for blessed is that kingdom in which love walks forth as the sun and joy blossoms as the wild field flower." And after awhile one of the toilers came near to where the prince stood. "Brother," said the prince, "come hither! Who is yonder noble man?" "The master," said the servant. "Blessed be his name!" "It is well," said the prince, "but who is he that you should love him so? What has he done?" "What has he not done, rather," said the servant. "That were easier to tell, but this I say to you, though he owns all that you see, he denies the needy none of it. He feeds those who hunger. He clothes the naked; he brings cheer to those who sorrow, he befriends the friendless, he harkens to those who ask after justice and deals by them justly. He is master and yet servant; he is owner yet holds all but as a trust; and more than all else, the children love him with a great and confiding love." "Truly," said the prince, "you have crowned him with a glory that cannot fade. I go hence a better man because of him who walks clad in white among the vines."

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

No Day Should Thankless Be!

Haste not, dear heart, too fast and far
To reaping days,
To find what gifts and treasures are
Meet for thy praise,
Nor wait, as thou hast done, to sing
Thy sweetest thanks at harvesting.

Just at thy gate a garden blooms
With life and song,
And in the fields a thousand looms
Hum all day long.
Lo! all these golden summer days
No toiling vale its thanks delays.

Be glad today, dear heart, for all
Each season gives,
Let come what may, to speed the fall,—
The present lives.
No creature hath one reason why
A thankless day should hurry by!

—"Every Day Thanks," by Frank Walcott Hutt.

EDUCATION IN ACTION

Backward County On Way of Progress

"Where a few years ago there were impossible and impassable roads the great Kyva (Kentucky-Virginia) highway is working its way slowly through Breathitt County," Dr. William J. Hutchins, president of Berea College, Berea, Ky., recently declared to the student body in picturing the transformation in the county. "Where a few years ago there was widespread destruction of timber, one now sees 10,000 acres of cut-over land given to the University of Kentucky for an experiment station and forestry being taught to the natives. Where a few years ago it was difficult to get an adequate education in Breathitt County there are now at Jackson excellent graded and high schools and the promising beginnings of a junior college. Where a few years ago a public gathering would attract questionable characters, a recent gathering of 1,000 people at Quicksand was free from moonshine and disorderly conduct."

Students Stick To Trades

Of men completing the course in carpentry at the David Ranking, Jr., School of Mechanical Trades, St. Louis, Mo., from 1911 to 1927 inclusive, 84 per cent. followed the trade of carpenter. Percentages of persistence in students of other trades were: Painting, 84 per cent.; plumbing and automobile, each 85 per cent.; machine shop, 81 per cent.; steam engineering, 77 per cent.; pattern making, 76 per cent.; and electrician, 80 per cent.

Weekly Bath Order Stirs German Pupils

Melancholy days have come for the school children of Russelheim, Germany. The school board has equipped all the school buildings with baths and has ordered weekly baths for all. Protests were registered by parents, but the board refused to change the ordinance. Teachers have been instructed to inspect necks and ears to see that the job is done properly.

College Goal Of Pennsylvanians

Of the 35,043 students who were graduated in 1925-26 from four-year and senior high schools of Pennsylvania, 38.5 per cent. have entered higher institutions, 6.9 per cent. are studying in commercial or nurse-training schools, 35.1 per cent. are employed in business or industrial establishments, 3.7 per cent. are teaching, 1.3 per cent. are farming, and 14.5 per cent. are at home or unaccounted for.

Notes on Hazing From Two States

The traditions committee of the University of Oregon has reported that hazing is going out of style and now persists in only a few of the smaller institutions. The committee recommended that paddling freshmen during the annual parade be discontinued. About the same time news came from the Louisiana State University that eight students, including three varsity football players, were expelled from the institution for their alleged participation in cutting the hair of freshmen. An investigation began immediately with the appearance on the university campus of the freshman class, all of whom were shorn of their locks. When brought up for questioning by authorities of the institution, the students, with but few exceptions, declared they were asleep when their hair was cut and unable to identify the wielders of the shears.

Canada Opens New Normal School

Negotiations have been completed with the authorities of the University of Ottawa whereby a school of normal school grade is being established by the department of education in connection with the university. The school, in fact, is now in operation. The new training institution will provide courses for first and second-class certificates valid in the schools attended by French-speaking children in which French is approved of as a subject of instruction under the scheme provided in the recent report of the bilinguals inquiry committee. The standard of scholarship required for admission will be the same required for normal schools. The courses of study will be practically the same as those prescribed for the other normal schools, except that, in laying stress on methods of teaching the essential subjects of the public and separate school curriculum, special courses will be provided in the best methods of teaching English to French-speaking children.

Negro Schools Mainly Rural

Of the 24,079 negro schools in the fourteen Southern states, during the school year 1925-26, 22,494 (93.4 per cent.) were rural, and 1,585 (6.6 per cent.) were urban schools. One-teacher schools numbered 15,385 or 63.8 per cent. of the total. Of the 2,963,358 negro children of school age living in the South, 68.9 per cent. in rural sections and 75.6 per cent. in cities were enrolled in school. Of the 801 negro high schools in the fourteen states 209 are four-year accredited high schools. Total enrollment in the 801 high schools was 68,606, and the number of four-year graduates was 6,435.

College Air Races Seen

Oxford undergraduates are taking to aviation and there are more than seventy-five certified pilots in the student body. As a result of their activity in the university the British government has assigned four airplanes to the Oxford air squadron. Seventy-five more undergraduates are now receiving air training in these machines. To stimulate flying, university authorities are permitting aviation during school time. It is considered possible that airplane races between Oxford and Cambridge may some day be acknowledged sports, as popular as boat racing, cricket, rugby and soccer.

Declares Research Neglected By Doctors of Philosophy

Fewer than one-fourth of the holders of the degree of Doctor of Philosophy are productive scholars, according to a survey made for the American Historical Association by Professor Marcus W. Jernegan, of the University of Chicago. Among the factors cited by Professor Jernegan for the lack of productive research is that the degree has become commercialized, being primarily a degree necessary for teaching, the low social value placed on scholarship in the United States as compared to Europe, and a widespread belief that research does not pay. Professor Jernegan asserts that the country does not place the same value on social research as it does on research in physical sciences.

Says Pupils Not Supposed to Think

The boy who thinks is a nuisance in school today; he upsets the system, declares Rev. Charles Francis Potter of New York City. "The teacher is plainly disturbed when a pupil mentions something not in the book and not required for the Regents' examinations."

Long Hair and Skirts Cause High School Strike

Because the new principal wore skirts that reach her ankles and had unbobbed hair, fifty-eight pupils of the High School at Newport, Ore., went on strike. Only seven pupils of the whole student body remained to show the principal their loyalty. The strikers claimed her teaching methods also were not modern. The situation was explained in a notice received by the state superintendent of schools from J. M. Graham of Newport, who said he represented the parents and students. The superintendent took the matter under advisement.

Bases Education on Study, Travel, Work

Study, travel and work are the fundamentals upon which every man's education should be based, according to Whiting Williams, labor consultant and author. "I hope," Mr. Williams said, "that the young man in college today will use a sort of trinity of tools for his education—first, book knowledge that is derived from campus and quadrangle; second, overalls in vacation work which will help the modern student to get the feel of modern business and industries; and third, steamships by which, in vacations, either by working his passage or by other methods, the student can get the feel of Latin America or Europe."

Barber in High School Offers Free Shaves

James Bordiere, an adult taking a special course at New Britain, Conn., high school, who is also proprietor of a barber shop, recently promised a free hair cut and shave to every member of the New Britain high school football team if it defeated its most important rival on the gridiron. Bordiere has been attending the high school for two years, and is popular with the boys and girls.

Rumanian Villagers Building Own Schools

The enfranchisement of the Rumanian peasants at the close of the war and the distribution of the large estates among them has had a remarkable influence on Rumanian education. Schools of every sort have sprung up all over the land, and the number of pupils and students has rapidly multiplied. Within the last four years not less than 5,000 new primary school buildings have been put up in Rumania. These new buildings have been constructed not primarily by the central authorities, nor with money from the state treasury, but to a large exent by the people themselves, the villagers contributing labor, material and money. The number of state secondary schools has increased from twenty-two before the war to 180 at present, besides 150 private secondary schools. The number of normal schools has mounted from 19 to 102. More than 150 vocational schools have been opened.

Ability to Swim School Requirement

Ability to swim is a requirement for graduation in nineteen public and in twenty-nine private colleges and universities in the United States, as shown by a study of physical education in American colleges and universities by Marie M. Ready, results of which have been published by the Bureau of Education. In Dartmouth College all first-year students must pass the swimming test before they are allowed to participate in other physical activities.

Free Rein Granted In Swiss University

F. P. Dominice, a graduate of the University of Geneva in 1926 and a second-year student in the Harvard Business School, finds life at Harvard in striking contrast to Swiss university life, in which intercollegiate athletics, tutorial conferences, mid-year examinations and records of daily attendance play no part. Dominice admits that American universities have more distinct personalities than is true in Switzerland, where the universities are so uniform in scholastic standards that students of one university quite regularly study for a semester or a year in another university, returning to take final examinations in their own school. While many American students transfer from one college to another, full credit is now always given for work elsewhere, as is true in Switzerland. Attendance is checked twice a year. Each student must obtain the signatures of his professors at the beginning of the college year and again at the end.

Calls College "Too Much Fun"

"Modern university students are butterflies. Many of them go to college only for social prestige!" Professor Baker Brownell so charged before his class in contemporary thought at Northwestern University. The students have a grand time, Professor Brownell admitted, but their parents slave. And the students' ambition? To prevent studies from interfering with their good times, he said. Fathers he classed as the unknowing producers. "The upper stratum of student life with its fun and glamour," he said, "is the nearest ideal life can be—but it can't last."

High School Boys Few at Princeton

Only sixty-two out of the 606 freshmen admitted to Princeton this year have come directly from high schools. The rest received their preliminary education in preparatory schools or a combination of the two, according to the report of Radcliffe Heermance, director of admission of Princeton University. More men applied last year for admission than the year preceding, the report shows.

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School Gardens Had $12,500 Crop

Nature garden classes in the schools of New York City are busy making preparations for the annual winter exhibition of plants and blooms. Up to November 1, 240,273 narcissus bulbs were purchased by schools, according to Van Evrie Kilpatrick, director of nature education. The daily yield from the gardens during the summer was $162.06. The produce value reported weekly by the teachers showed an unusually large summer total of $8,103.47. Added to a minimum estimate of the autumn harvest total, this would make the total produce estimate of the eighty-two outdoor school gardens at least $12,500.

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TREND OF THE TIMES

PROSPERITY of the United States is nothing short of astonishing, especially since it gives no evidence of decreasing, but seems to be on a rising curve. This opinion was expressed by Dr. Julius Hirsch, former Minister of Commerce of the German Republic and now professor of economics at the University of Berlin, after eight weeks' study of American industrial and economic conditions.

BRITISH PENSIONS are paid to one person in every twenty-six, according to the tenth annual report of the Minister of Pensions. The total of 1,665,000 persons includes 1,100 nurses, 489,500 men and 482,000 widows and parents of men who died from war disabilities. The Ministry's expenditure for the year is about $309,001,500.

HUGE POWER SYSTEM was created recently when a switch was thrown at the Virginia-Carolina state line connecting 3,000,000 horsepower of Southern hydro-electric energy with over 7,000,000 horsepower of steam-made electricity from the North. More than a dozen independent power companies are involved in this huge interconnected system.

THE JINRIKISHA of Tokio and other large cities in Japan is fast disappearing, giving way to taxicabs and automobiles. Thus another picturesque feature of life in the far East is disappearing before the march of western ideas. In the last five years the number of automobiles in Tokio has trebled while the humber of jinrikishas has been reduced in half. The 'riksha was at the height of its popularity in Japan in 1900, when there were 300,000 in the country, 60,000 being in use in Tokio. Today the number has shrunk to 8,776 for Tokio.

BEFORE THE WAR "to make the world safe for democracy" there was only one autocrat of unlimited power in Europe—the czar of Russia. After the war a whole crop of them sprang up. Eight of the most prominant dictators of today are Mussolini of Italy, Kemal of Turkey, De Rivera of Spain, Stalin of Russia, Horthy of Hungary, Pilsudski of Poland, Carmona of Portugal and Ibanez of Chile.

FLAPPERS MUST help support the local government, the Council of Neustadt, a small town in Thuringia, has decided. The new schedule of taxes includes bobbed heads, walking sticks, silk stockings and patent leather shoes.

WHITE HOUSE and the grounds surrounding it are appraised as worth at least $22,000,000 at present-day realty values, which make it by far the most valuable residential property in the national capital. The Capitol and its grounds are appraised at $53,000,000 and the Treasury building is estimated to be worth just $1,000,000 more than the President's home. The value of federal-owned tax-exempt property in Washington is placed at $470,000,000.

SOVIET RUSSIA holds the highest divorce record in the world. In Leningrad official statistics show there are three divorces to every four marriages. At the wish of either party to the marriage contract a divorce can be obtained within an hour after the union by the payment of a few kopeks for dissolving the marriage. The man or woman is then free immediately to take another spouse.

RAIN INSURANCE is now being written in this country by twenty-eight companies all of whom are members of the Rain Insurance Association. The rates are based on a careful study of the statistics of the government weather bureaus and experience in this class of insurance during the past nine years. The premium peak in rain insurance was reached in 1923 when almost $5,000,000 was received.

FARMERS in general are sleeping later now than they did a few years ago, and in Texas they are virtually keeping bankers' hours. The average work day for Texas farmers now is 6.2 hours long, statistics from all parts of the state show. The Wisconsin farmers put in the longest hours, their average day being 9.9 hours, which still is far from the old standard of eight-hour days—eight hours in the morning and eight in the afternoon.

INDUSTRIAL CORPORATIONS and the federal government are spending about $200,000,000 annually for industrial research. More than 1,000 companies now operate research divisions, whereas in 1921 only 578 companies were known to maintain research divisions or laboratories. In addition seventy trade associations are spending about $15,000,000 a year in research and 152 colleges and technical schools spend about $1,500,000. The report showed that industries whose research expenditures were largest five years ago have scored the greatest relative growth since that time.

The BOOK TABLE

PRINCIPLES OF SECONDARY EDUCATION. By L. A. Williams, Ph.D., and G. A. Rice, Ed.D., both of University of California. Cloth. 340 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

From first to last page the book is interesting reading as well as profitable study. One reason for the attractive spirit and detail of the Williams-Rice book is that it neither pretends that there is an ideal type of junior or senior high school, nor scolds because there are weaknesses in practice.

The authors assume that the American principle is that the doors of learning and of knowledge shall be thrown wide open to all citizens equally and no limits be set to the extent of their free opportunity except those set by the native endowments of the individuals themselves.

The aim of Secondary Schools is to make it more certain that the people of this country shall be "self-controlled, self-governing, and self directed" to the end that they will live a free and happy life.

THE PROBLEM OF INDUSTRIAL EDUCATION. By Arthur B. Mays, University of Illinois. New York: The Century Company.

Industrial Education is no longer a subject to be studied in technical and trade schools, but seeps into all junior and senior high schools, and there are no school administrators or principals of any school, certainly no teacher in rural school who does not need to be intelligently familiar with "The Problems of Industrial Education," which are clearly and skilfully treated in Mr. Mays' book, which is fresh from the press and has the latest word on all phases of these problems.

THE LANGE BOOK. The Collected Writings of Alexis Frederick Lange, a great educational philosopher. Edited by Arthur H. Chamberlain. Cloth. 300 pages. San Francisco: The Trade Publishing Company.

Professor Lange was one of the group of professional leaders who have made California pre-eminent in professional progress. We can think of no one who did as much constructive thinking that was not adequately published in his lifetime as did Dr. Lange. It was all the more striking because almost everybody in his time had a passion for publishing often ahead of their thinking, but he was never satisfied that anything he thought out had been sufficiently clarified and intensified for publication.

It is highly gratifying that Arthur H. Chamberlain and Vaughan MacCaughey took the lead in collecting and selecting more than thirty of the articles and papers of Dr. Lange. The interest now centres in the response of the school men and women to this opportunity to possess and read with care the mature wisdom of one of the best constructive thinkers of one of the noblest group of creative educators of any state in the Union.

It will be interesting to see whether the thinking of such a masterful educator will find an adequate audience at a time when there is skilful propaganda of writings that have the appeal of personal association and aspiration.

From several angles the publication of "The Lange Book" will present an opportunity to "test and measure" the professional intelligence of the alert school men and women of California.

WE AND THE WORLD. By William C. Redfield, United States Secretary of Commerce, 1913-1919. Cloth. Profusely illustrated. 200 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The modernized school is immeasurably improved by the range of supplementary textbooks, none of which are more serviceable than those which introduce pupils to the world at large. Many of the leading school book publishing houses have books of the same general class as Redfield's "We and the World."

Each series has some special appeal none of which is more distinct than Mr. Redfield, who apparently intends to confine his helpfulness to this one book. No one has had quite the same range of experience for the making of such a book as has Mr. Redfield, whose experience led President Wilson to make him Secretary of Commerce in his cabinet. He has been closely and officially related to several of the most important commercial and industrial enterprises of the United States and other countries. His entire business and official life has been associated with the activities of which he writes so intelligently and entertainingly in this volume.

No pupil can read "We and the World" without realizing that the environment to which the everyday life of each of us is related embraces much of the earth. By deriving from it a new appreciation of the interdependence of countries and of the unity of the earth, the pupil can but be helped to become an intelligent citizen of the world.

ENGLISH SPELLING: ITS RULES AND REASONS. By W. A. Craigie, LL.D., Litt. D., University of Chicago. Cloth. 115 pages. New York: F. S. Crofts and Company.

In view of all that has been written about spelling and language in these days of much book making, one can but wonder that it was left for Dr. Craigie, of Chicago University, to prepare such a book as "English Spelling: Its Rules and Reasons," which approaches "rules and reasons" from a new angle. Adults who are troubled with spelling will find this book invaluable.

The school should allow no child to go out into the world without reliability in writing English. No child who is not below the moron is not extra good in some school subject, and that child whose spelling is not reliable will be good enough in some subject to make it feasible to reduce time in the subject and increase the time in spelling.

In school there are three distinct classes of pupils and students. There are always some who can spell any word as naturally as others can catch a tune as easily as they breathe. There is a second class that usually spells correctly, but have to stop and think and often have to write the word to see how it looks, but no misspelled word ever goes from under their pen. A third class are monotones, as it were, who never see or think of a word as it is spelled and live with a dictionary always at hand. This book is for this latter class, in school or out. It should be read with care, re-read and studied, as it will make reliable spellers out of everyone who will master it and re-read it often enough. No book is of greater value than Dr. Craigie's "English Spelling: Its Rules and Reasons" for those who need it.

IN OUR TIMES. Source-Readers in American History No. 5. Selected and Annotated by Albert Bushnell Hart and John Gould Curtis. Introduction by Mary L. Sawyer. With many illustrations. Cloth. The Macmillan Company.

It is surprising that with all the American Histories that have been published recently that it was possible to group 132 selections that shed light mostly new upon the making of the

American history of yesterday and today.

Starting in the making of history today are interesting and vital selections from the writings of Jessie Field (Shambaugh), the "Corn Lady," John M. Brewer of Harvard, Charles G. Dawes, vice-president, John H. Finley, Dean LeBaron Russell Briggs of Harvard, and Wallace Irwin.

In much the same way Professor Hart has discovered persons who were recently doing things rather than merely writing about doing things in each period of our history.

CHATTERBOX FOR 1928. Cloth. Profusely Illustrated. 315 pages, 7 by 10 inches. Founded by Erskin Clark. 53 Beacon street, Boston: L. C. Page and Company.

This is an exceptionally interesting and instructive annual. Every article is written and illustrated for the year, and is focused for the year by a writer who is skilful in adapting information to the apprehension of children. Nothing has come into successful competition with "Chatterbox" and nothing is liable to rival it.

NEW STORIES (Community Life). A Second Reader. The Child's Own Way Series. By Marjorie Hardy, primary teacher, University of Chicago Elementary School. Stories by Alberton N. Burton. Illustrated by Mathilda Breuer. Chicago: Wheeler Publishing Company.

"New Stories" told in a new way for children in the second grade who learned to read in a new way in the first grade. Altogether it is an exceptionally important creation in the technique of teaching primary reading and an interesting demonstration of skill in learning through reading when children have learned to read so that they enjoy reading "New Stories" in the second grade.

Marjorie Hardy's work in the elementary school of Chicago University is attracting much attention, and her reputation is heightened by the masterful development of an ingenious new technique of teaching primary reading.

The caption, "The Child's Own Way Method," is a notable creation in phrasing. Miss Hardy is naturally a pioneer in professional discoveries and this is a brilliant demonstration of her talent in this direction. Several years ago she conceived the idea of selecting a certain number of exceptional children and allowing them to find their own way through the learning process, uninfluenced by any method, and she carefully noted the steps taken. She found that, left to themselves, these children all passed through five distinct stages in learning to read. The symptoms of these five stages were carefully noted and studied, and she has built up a series of primary readers along the lines of the revelations in that study. One can but see at a glance at "New Stories" that Miss Hardy has taken a long and intelligent step toward an honest individualizing of the teaching of reading.

ESSENTIALS OF SCHOOL LAW. By Harry Raymond Trusler, dean of College of Law, University of Florida. Cloth. 480 pp. (6 by 6 inches). Milwaukee: The Bruce Publishing Company.

As always the Bruce Publishing Company takes the lead in presenting exhaustively, authoritatively and clearly a much needed study of vital problems that have been surprisingly neglected.

They now place within the hands of every school official a systematic treatment of questions of law which present themselves frequently in his professional work. It will serve as the basis of instruction in school law in normal schools and teachers' colleges, and the practicing lawyer will find it serviceable in putting within easy reach the decisions on this branch of the law.

Numerous cases on school law as yet have not been thoroughly organized. The aggressive development of school systems renders it desirable that the legal principles invoked in the settlement of school disputes should be more critically inspected and more closely correlated. An effort has been made not only to state the rights and liabilities of schools and school officials, but also to indicate the legal principles upon which they are based, and to unify and reduce these principles to an "individual branch of the law."

The author has a profound conviction that the law of the school should be understood by teachers and students of education. In the leading universities the student of agriculture is taught rural law; the student of medicine is taught medical jurisprudence; the student of engineering is taught contracts and specifications; but the student of education, who as a teacher or superintendent will encounter equally as trying legal situations, is left wholly uninstructed in the general law determining his rights, duties and responsibilities.

SCHOOL BUILDING PROBLEMS. By George D. Strayer and N. L. Englehardt, professor of Education, Teachers College, Columbia University. Cloth. 700 pages. Bureau of Publications, Teachers College, Columbia University, New York City.

There is nothing comparable to the combination of the talent of these men with the opportunity they have had and the remarkable way in which they have met the responsibility of creating a science and an art of school building construction.

Nowhere else is there a record of case study of communities in regard to the location of homes and of anticipated changes through development of sections. Dr. Strayer has devoted masterful thinking to all phases of the subject for several years, and in Dr. Englehardt he has found a genius as to detail.. They make me think of the electrode and long distance transmission.

They have had unprecedented opportunity to "cash in," as the phrase is, on the worthwhileness of every theory they have had. Dr. Strayer has surveyed every sort of community in every section of the country, and has advised regarding the building of every variety of school building and equipment. They have a large number of graduate students out in the field all of whom come to them with building problems and also report to them every experience in school life to endorse their wise instruction and question anything that is liable to be unwise in application.

Personality, professionally, in study, in theory and in practice has contributed to the production of this remarkable treatment of School Building Problems.

Books Received

"The Pathway to Reading" (Teacher's Manual). By Bessie Blackstone Coleman, Willis L. Uhl, and James Fleming Hosic.—"Minimum Essentials of Mathematics." By Daniel W. Werremeyer and Charles H. Lake. Boston, Mass.: Silver, Burdett and Company.

"The Bookkeeping Student's Notebook and Guide to the Institute of Bookkeepers' Examinations." By V. Rummery, F. C. R. A. 16 Copthall avenue, E. C. 2. London, England: Effingham Wilson, publisher.

"The Banana." By Philip Keep Reynolds. 2 Park street, Boston, Mass.: Houghton Mifflin Company.

"Important Events of the Past Five Years in European and American History." By F. E. Moyer. 603 W. 51st street, New York: Self-Test Publishing Company.

"Cicero Select Orations." Edited by Benjamin L. D'Ooge, Ph.D. Boston, Mass.: Benjamin H. Sanborn and Company.

"Second Year Latin." By Walter Eugene Foster, Ph.D. Richmond, Va.: Johnson Publishing Company.

"Outlines in Health Education for Women." By Gertrude Bilhuber and Ida Belle Post. New York, N. Y.: A. S. Barnes and Company.

"Let's Go A-Mazing." By Bertha Eveleth Blodgett, New York, N. Y.: G. P. Putnam's Sons.

"Junior Exercises in Rapid Calculation." By Earle Powers and Harold W. Loker.—"Map Exercises, Syllabus, and Notebook in Early European History" (To 1714). By Mildred C. Bishop and Edward K. Robinson.—"Map Exercises, Syllabus, and Notebook in Ancient History." By Mildred C. Bishop and Edward K. Robinson. Boston, Mass.: Ginn and Company.

"A Man Unafraid" (The Story of John Charles Fremont). By Herbert Bashford and Harr Wagner. San Francisco, California: Harr Wagner Publishing Company.

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GRINS BETWEEN GRINDS

Her Hands Full

"Ah, good-morning, Mrs. Dugan. An' how is everything?"

"Sure, an I'm havin' one gran' toime of it betwixt me husband an' the furnace. If I keep me eye on the one the other is sure to go out."

Too Much Static

"Rather a sharp thunder storm last night."

"I hadn't noticed; I was talking with my wife all evening."—Life.

How Many?

Child—"Mother, how many carrots make a measure?"

Mother—"Why, I don't know."

Child—"My music teacher says there are never more than four 'beats' to a measure, and I thought you would get more carrots than that."

Far, Far Away

A London boy told the teacher that his sister had measles. The teacher sent him home and told him to stay there until his sister had recovered.

After he had skipped joyfully away another boy held up his hand and said: "Teacher, Jimmy Dolan's sister what's got the measles lives in Liverpool."—Vancouver Province.

Now It's Spoiled

Little Jimmie was going to spend a few days with his aunt in New York. As a great treat he was allowed to put his clothes into the suit case. "Have you got everything, son?" his father asked him.

"Ever'thin'," he answered.

"Your tooth-brush?" his father asked.

Jimmie's face fell. "Oh, daddy," he said, "I thought you said I was going on a vacation!"

Answered the Description

First Farmer—"I've got a freak over on my farm. It's a two-legged calf."

Second Farmer—"I know it. He was over to call on my daughter last night." Life.

Moral—Burn 'em

Small Boy—"Mother, I've had lots of fun playing today."

Mother—"What were you playing?"

Small Boy—"Oh, I was playing postman, giving each neighbor a letter."

Mother—"Where did you get the letters?"

Small Boy—"Oh, I found them in the bottom of your trunk, each tied with blue ribbon."

A New One

A first grader in Old Lyme, Conn., told the teacher a few days ago that his father was going to be a Polar Bear that day.

Teacher (in surprise)—"A what?"

Pupil—"A Polar Bear."

Teacher—"How is that?"

Pupil—"He is going to be a Polar Bear at a funeral."

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JOURNAL MAIL BAG

Editor, Journal of Education:—

In our program celebrating Armistice Day at chapel this morning, at the close of the Junior High program for the occasion, I told the story of the Dartmouth College boys giving a day to help clear away the mud and muck from the three flood suffering villages as told in this morning's paper. So after we had saluted our flag we gave a special salute to students of Dartmouth to honor their good citizenship, and as we all stood and said together: "We salute Dartmouth," I wished that those fine young collegians of New England could have seen the tribute being paid them by five hundred public school children of South Carolina. To me that story of Dartmouth is peculiarly appealing. I delight so keenly in practical Christianity and every-day common sense in patriotic service that it is a source of deep satisfaction to have a real up-to-date manifestation to cite to our boys and girls.

Knowing your keen appreciation of all relationship between New England and the South, I thought you would enjoy the little incident just related. The Dartmouth boys will never know of our children's tribute, but they have given our children a lesson I hope they may emulate as they recall to-day's story.

Katharine Dozier.
Pacolet, South Carolina.

Those Old Ragged Schoolbooks of Mine

By A. J. Fynn

On a library shelf, pushed away by themselves,
Are some volumes, thin, dusty, and old,
Which are kept half concealed, for they're not there for show,
And in markets would long stand unsold;
They have been there for years, seldom opened or read,
With leaves tied together with twine,
And seem to have outlived all honor and worth,
Those old ragged schoolbooks of mine.

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Time was when they answered their purpose full well,
They met the demands of the day,
They fed the ambition of faltering youth
And turned some stray thoughts the right way;
They were arbiters often in schoolboy disputes,
And cited was many a line,
As we proved the world better or worse by such means
As these old ragged schoolbooks of mine.

Each page was immaculate when it was new,
But pencils and pens were at hand
And amateur artists imprinted designs
Original far more than grand;
And scribblings from mid-leaf to cover disclosed
How nonsense and sense could combine
To form freakish mixtures of maxims and rules
In those old ragged schoolbooks of mine.

Many names, here and there, in those books may be found
Which also on tombstones appear,
And memory brings back a face or a voice
Which forces a smile or a tear;
And back through a vista of commonplace years,
From the slopes of life's gentle decline
The past seems more sacred when viewed through the aid
Of those old ragged schoolbooks of mine.

—Colorado School Journal.

Meetings To Be Held

DECEMBER.

17-19-20: American Vocational Association Convention, Los Angeles, California. Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

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